AP U.S. History, Semester 1
Unit Quiz: The Age of Jackson
Instructor's Version B

Answers: Multiple-Choice Questions

1.	B	**16.**	B
2.	E	**17.**	D
3.	B	**18.**	C
4.	D	**19.**	D
5.	D	**20.**	B
6.	D	**21.**	A
7.	C	**22.**	D
8.	A	**23.**	A
9.	D	**24.**	A
10.	A	**25.**	D
11.	C	**26.**	B
12.	C	**27.**	B
13.	B	**28.**	D
14.	D	**29.**	D
15.	B	**30.**	B

Answers: Essay Questions

Question 1:
Assess the validity of the following statement: "Social and political reformers in the first half of the nineteenth century shared a belief that society and human nature were inherently good, and that changes in both social institutions and people's behavior were necessary to allow humans' natural goodness to prevail."

Use evidence from the documents AND your knowledge of the period from 1820 to 1850 to compose your answer.

Use of the Documents

Each of the documents concerns one of the reform movements of the period.

Documents A, B, and C relate to the condition of women; D relates to education reform; E, F, and G relate to abolition of slavery; and H relates to temperance.

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Key Points

Some of the reformers took positions on more than one issue, e.g. abolition and women's rights; temperance and women's rights; education and temperance and women's rights.

Women's rights

- Women *are* the equal of men, and thus can greatly improve their condition—and consequently, society—through reform of institutions, rules, behavior.
- Legal position of women at the time: no vote, no property, no education, few job opportunities, doctrine of coverture.
- Division of labor and roles between men and women based on sex.
- Efforts to make education available to women.
- Catherine Beecher argues that the home is women's sphere; "cult of domesticity."
- Lucretia Mott and Elizabeth Cady Stanton as leaders of women's movement.
- Seneca Falls Convention.
- Susan B. Anthony as a movement leader (also active in temperance and anti-slavery movements).
- In her book *Women in the Nineteenth Century*, Margaret Fuller calls for the removal of all intellectual and economic barriers for women.

Education

- Belief that education brings upward social mobility, greater wealth, and improvement of one's condition in society.
- Popular government presupposes a literate and informed public.
- Horace Mann presses for free public education in Massachusetts.
- Women's rights activists argue that education is the key to improving their position in society.
- State and private universities established; popular education proliferates; libraries established.

Abolition

- Belief that slavery harms American society on moral and economic grounds, and its abolition would improve the country in both areas.
- Debate over the status of freed slaves: American Colonization Society proposes returning freed slaves to Africa. Even Thomas Jefferson believes that ex-slaves couldn't compete with Whites.
- William Lloyd Garrison first supports gradual emancipation, then in his newspaper *The Liberator* moves to support immediate and complete emancipation.
- New England Anti-Slavery Society founded by Garrison. Concerned that slavery is damaging not only to the slaves, but to the slave owners and the rest of society.
- Grimke sisters speak out against slavery; combine issues of abolition and women's rights.
- Some free Blacks also press for abolition: Frederick Douglass, Sojourner Truth. Truth gives her famous speech at the Akron Ohio convention (where Document A also was delivered).

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Temperance
- Belief that drunkenness harms not only the drinkers, but American society as a whole.
- New economy requires sober, reliable workers.
- Drinking especially damages family life.
- The problem: massive production and over consumption of alcohol throughout American society.
- American Temperance Union established 1833.
- Demands for prohibition begin in mid 1800s; many towns became "dry."

Prisons and Asylums
This reform was not represented in the documents. Students may or may not refer to it, but there's no penalty if they don't.
- Focus moves from punishment of criminals to their rehabilitation into useful citizens.
- The penitentiary movement, led by Dorothea Dix, proposes prison as a means of changing the nature and behavior of the criminals.

Utopian Communities
These communities weren't represented in the documents and students may or may not use them in their essays.
- Attempts to make perfect communities, based on economic, social and religious principles and objectives.
- New Harmony.
- Oneida Community.
- Brook Farm.

Notes to the Instructor

Students should answer the question directly and use specific evidence from the documents, Tutorials, and text. For further information on how to write a DBQ, view the Tutorial "Reading and Writing History," or visit Resources in the class center. Print out a copy of the Unit Quiz to view the full DBQ.

Pointers for Instructors

- Make sure students focus on the question. They should use specific evidence to criticize or support the proposition posed in the question. This is a difficult question for students, so reward them appropriately for good attempts at building an argument.
- Students should write an analysis and discuss separately each of the particular reforms addressed in the documents, text, and Tutorials.
- It's important that students describe briefly the social problems facing the country, and demonstrate an understanding of what the reform movements wanted to fix.
- Emphasize that every paragraph students write must contribute to their thesis.
- Make sure students make effective use of the documents by citing them directly or by paraphrasing.
- Make sure students bring additional information from the text, the Tutorials, and the assignments into their arguments.

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Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points: Excellent
Argument: The essay must have a strong, clear thesis. The student should take a clear position either in support of or against the proposition stated in the question. The essay should also indicate a grasp of the complexity of the issue, referring to disagreement within the reform movements and the existence of outside opposition to the reforms.
Critical Thought: The student should explain how each document supports the thesis or not. The student should address conflicts and contradictions in the evidence. Any outside information must be relevant to the argument.
Evidence: The student should use documents AND outside information (see lists above) throughout the essay. Most of the documents must be used, and students might address the relationship between the sources.
Writing Style: The essay must be well organized and well written; it must make sense throughout.

32-35 points—Very Good
Argument: The student's thesis must be consistent with the question, but it may not be sufficiently focused.
Critical Thought: The student's answer must include an analysis of several of the documents and use outside information.
Evidence: The student should make use of the documents and outside information (see lists above) that support the position being argued. Discussion of relationships between the sources used may be limited.
Writing Style: The essay should be well organized and clearly written; it must be logical, but some points may be unclear.

28-31 points—Adequate
Argument: The student's thesis is only partially developed. It may address the question, but it does so in a way that doesn't acknowledge the question's complexity. The essay will most likely fail to prioritize the arguments.
Critical Thought: The student's essay is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It will not address all the relevant issues, and will ignore the opposing positions.
Evidence: The student may paraphrase the documents, and may misinterpret a document to better fit the argument. The student will use only a little outside information and may refer to some but not all of the documents. The answer may contain errors.
Writing Style: The writing and organization is unclear, but acceptable.

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24-27 points—Flawed
Argument: The student's thesis will be unclear and will not be supported in the body of the essay. Use of evidence will be unclear, and the argument will be poorly developed.
Critical Thought: The essay will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate. The student will show little understanding of the issue of the purposes of reform.
Evidence: The student will not make use of the documents appropriate to their argument, and may use documents that actually support the opposing position. The use of documents will be haphazard, with references only to brief excerpts or paraphrases. There will be little outside information. The argument may contain errors.
Writing Style: The student's answer will be weakly organized and the writing will be unclear.

20-23 points—Severely Flawed
Argument: The student provides no thesis, or provides one that is not relevant to the question.
Critical Thought: The student demonstrates little or no understanding of the question.
Evidence: The student makes almost no use of the documents provided, and makes little or no use of outside information. The answer contains major errors.
Writing Style: The answer is disorganized and poorly written.

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